

# San Pasqual Academy

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2025-26 School Contact Information

<b>School Name</b>	San Pasqual Academy
<b>Street</b>	17701 San Pasqual Valley Road
<b>City, State, Zip</b>	Escondido, CA 92025
<b>Phone Number</b>	858-290-5939
<b>Principal</b>	Cindy Stallo, Interim Principal
<b>Email Address</b>	cstallo@sdcoe.net
<b>School Website</b>	sdcoe.net/jccs
<b>Grade Span</b>	9-12
<b>County-District-School (CDS) Code</b>	37103710115998

### 2025-26 District Contact Information

<b>District Name</b>	San Diego County Office of Education
<b>Phone Number</b>	858-292-3500
<b>Superintendent</b>	Dr. Gloria E. Ciriza
<b>Email Address</b>	superintendent@sdcoe.net
<b>District Website</b>	www.sdcoe.net

### 2025-26 School Description and Mission Statement

**MISSION STATEMENT:** As members of Juvenile Court and Community Schools (JCCS), we are committed to high expectations, social justice, and equality for all students. We value diversity and strive to eradicate institutionalized racism and discrimination in all forms. Our priority is to raise the achievement of all students through the elimination of the racialized opportunity gap that negatively impacts our students of color. We accomplish this through the delivery of culturally and linguistically responsive standards-driven instruction, courageous and advocacy-oriented leadership, and relevant professional development. All JCCS community members stand personally committed and professionally accountable for the achievement of this mission.

## 2025-26 School Description and Mission Statement

San Pasqual Academy (SPA) is located on 238 acres in the beautiful San Pasqual Valley in Escondido. The school is a first-in-the-nation residential education campus designed specifically for youth in foster care. Four partners - San Diego County Health and Human Services agency, Rite of Passage (ROP), the San Diego County Office of Education, San Diego Center for Children through the San Pasqual Outpatient Program, and San Diego Workforce Partnership - work collaboratively on campus to provide a seamless delivery of services to students. The partners provide dependency case management, residential, academic, and work-readiness programs and services that create a community where the students can learn, grow and thrive. Currently, there are 49 youth living on the campus, with 36 students enrolled in grades 9 through 12 attending the on-site high school. The students in foster care qualify for the federal lunch program; 23 of the students qualify for special education services, and 7 are English learners.

Staffing Demographics as of December 2024:

There are four general education teachers, one special education teacher, one classroom assistant, two part-time Career Technical Education (CTE) teachers, one in-school counselor, one instructional coach, one school administrative assistant, and one principal. Currently we have one special education teacher's assistant vacancy,

SPA is fully accredited by the Western Association of Schools and Colleges, thereby ensuring that all major colleges, universities, vocational training programs, and the military accept the diploma. With a required 220 credits for graduation, students complete UC "a-g" core requirements in English (40 credits), mathematics (20 credits), science (20 credits), social science (30 credits), fine/practical arts (10 credits) and physical education (20 credits). Additionally, they must complete 80 elective credits (16 completed courses). Spanish, art, CTE culinary arts, CTE Life Skills, leadership/Associated Student Body (ASB), critical numeracy, financial literacy, inventions and innovations, and Yearbook are offered as electives this year. We also offer two dual enrollment courses (counseling 110: college success skills and counseling 148: managing stress and well-being) with Palomar College for seniors. The school calendar is based on a fall and spring semester with a summer session for credit recovery. SPA recognizes that a major part of adolescent development includes extra- and co-curricular activities enjoyed by high school students. The academy offers co-curricular activities such as yearbook and ASB and Bring Change to Mind (BC2M), a mental health awareness club that is student-led. ASB and BC2M help create a positive school culture by providing student voice, community service, awards assemblies, lunchtime activities, pep rallies, spirit weeks, and dances.

SPA is a member of the California Interscholastic Federation San Diego Section Southern Conference. One or two sports are offered each season. We participate in eight-player football, volleyball, boys and girls basketball, softball, and track and field.

Although the school models itself after traditional comprehensive high schools, it is recognized that our students have gaps in their education and credits. Credit recovery is offered during the school year, as is AB216 when necessary. The school is able to offer small class sizes (average 10:1), which allows the teachers to offer more support. Math and literacy support are provided as an elective. The in-school counselor creates individual learning plans in order for the students to meet graduation requirements in a timely manner. After-school tutoring is available by teachers. Due to the increase of students with Individualized Education Programs, a multi-level study skills class is offered in addition to the support students receive in their classes.

The classrooms are equipped with Chromecast-equipped televisions. Some classrooms have additional tech tools such as e-glass and owls. Since the pandemic, Chromebooks have been distributed individually to students. The teachers post assignments and resource links for their classes to Google Classroom. They also are using SYNERGY for record-keeping, and sharing grades and assignments with invested adults.

SPA is developing a Multi-Tiered System of Support. A stakeholder group created a SPA Ethos as the foundation to build on. The focus is on building schoolwide positive behavior support so that it becomes the culture of the school. A school-wide behavior plan that focuses on restorative practices is identified as a need to build positive school culture. The staff is trained and continues ongoing professional learning in implementing restorative practices. The majority of the staff has participated in Crisis Prevention Institute training. We are also continually refreshing our training in trauma-informed care. Due to the level of trauma the students have experienced, the teachers experience a wide array of behaviors in the classroom. We have a token economy that teachers use to recognize specific behaviors. Students can spend their Dragon Bucks in the Dragon Shop on Fridays. This year we continue to use E-Bucks utilizing SYNERGY's point system. This is helping us collect data on behaviors being recognized and behaviors needing work.

SPA, on average, graduates 16 students per academic year. Approximately 25% attend four-year colleges or universities and the remaining 75% transition into community colleges, vocational training schools, and work.

San Diego County Office of Education's 2021-2024 Local Control and Accountability Plan (LCAP) goals:

Goal 1. Ensure excellence in teaching and learning so each student is prepared to succeed in college and career.

Goal 2. Cultivate educational partnership engagement to support excellence in each student's success.

Goal 3. Develop coherent and transparent systems for operational excellence to support each student's success.

## 2025-26 School Description and Mission Statement

Goal 4. Support the integration and transition of students who are at promise, expelled, English learners, and foster youth to be prepared to succeed in college and career.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	3
Grade 10	12
Grade 11	10
Grade 12	8
<b>Total Enrollment</b>	<b>33</b>

### 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5
Male	48.5
Non-Binary	3
Black or African American	30.3
Hispanic or Latino	51.5
Two or More Races	9.1
White	9.1
English Learners	18.2
Foster Youth	100
Socioeconomically Disadvantaged	100
Students with Disabilities	66.7

## A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	5.7	79.25	250.2	62.37	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	11.3	2.82	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	11.7	2.92	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1	13.83	91.9	22.91	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0.5	6.92	36	8.98	15831.9	5.67
<b>Total Teaching Positions</b>	7.2	100	401.2	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	5.3	67.13	245	65.86	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	9.1	2.45	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1	12.5	18.3	4.94	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.6	7.75	77.9	20.96	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	1	12.5	21.5	5.79	14303.8	5.15
<b>Total Teaching Positions</b>	8	100	372	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	5.8	72.88	261.7	65.32	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	7.3	1.84	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	16.5	4.13	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.1	14.5	90.7	22.64	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0.9	12.38	24.3	6.06	13705.8	4.91
<b>Total Teaching Positions</b>	8	100	400.7	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	0.00	1	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	1	0

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	1.00	0.6	1.1
<b>Total Out-of-Field Teachers</b>	1.00	0.6	1.1

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.7	8.8	8
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5	1.8	8.5

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks and instructional materials used at San Pasqual Academy (SPA) are aligned with state standards and frameworks. SPA follows the State Board of Education's adoption cycle for core content materials. JCCS holds a public hearing annually to determine that each JCCS program has sufficient and quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are provided their own textbooks in core subjects for use in the classroom and to take home to complete required homework assignments. Additional information regarding state-adopted instructional materials can be obtained from the JCCS office.

Year and month in which the data were collected

October 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Houghton Mifflin Harcourt - Into Literature (6th-12th)	0
<b>Mathematics</b>	Savvas: enVisionmath 6-8 Savvas: enVision Integrated Mathematics I Savvas: enVision Integrated Mathematics II Savvas: enVision Integrated Mathematics III Savvas: enVision Pre-Calculus	0
<b>Science</b>	Discovery Education: Grade 6 Science Techbook California Volumes 1 & 2 Discovery Education: Grade 7 Science Techbook California Volumes 1 & 2 Discovery Education: Grade 8 Science Techbook California Volumes 1 & 2 Discovery Education: Chemistry in the Earth System (9-12) Discovery Education: The Living Earth (9-12)	0
<b>History-Social Science</b>	McGraw-Hill: IMPACT World History & Geography - Medieval & Early Modern Times (7) McGraw-Hill: IMPACT U.S. History & Geography - Growth and Conflict (8) McGraw-Hill: IMPACT World History, Culture, Geography - The Modern World (9) McGraw-Hill: IMPACT U.S. History (10) McGraw-Hill: IMPACT Principles of Economics (11) McGraw-Hill: IMPACT Principles of American Democracy (12) Prentice Hall: African American History (9-12)	0

Prentice Hall: Latino Experience (9-12)  
 Glencoe: World Geography (9-12)  
 Glencoe: Street Law: Law Related Education (9-12)  
 Glencoe: Psychology: Understanding Psychology (9-12)  
 Glencoe: Sociology: Sociology and You (9-12)

Note: Cells with N/A values do not require data.

## School Facility Conditions and Planned Improvements

We have a full-time custodian who cleans and maintains the school facilities. When there is a major repair, the work is completed by partner agency; minor repairs are completed by SDCOE's maintenance and operations team.

Year and month of the most recent FIT report

October 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Carpet in classrooms needs to be replaced this school year
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Fixed backed up urinal in boys restroom, cleaned dirty sink
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

## State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)			49	50	47	48
<b>Mathematics</b> (grades 3-8 and 11)			38	39	35	37

## 2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	7.14	--	3.16	4.64	30.73	32.52

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2024-25 Career Technical Education Programs

The SDCOE JCCS Career Technical Education department offers CTE classes and grant-funded career readiness opportunities for high school youth. At SPA, students can choose from CTE Culinary Arts and CTE Education, Child Development, and Family Services (ECDF)/Integrated Life Management programs.

The CTE Education pathway equips students with essential life and career skills that support personal independence and success in adulthood. The course emphasizes financial literacy, budgeting, employment readiness, and responsible decision-making. Students learn practical skills, including managing personal finances, understanding credit, preparing for employment, enhancing communication, and navigating real-world responsibilities. This pathway is designed to help students build confidence, independence, and the foundational skills needed to thrive in both their personal lives and future careers. The Culinary Arts program has evolved into a pre-apprenticeship program in collaboration with Kitchens for Good, providing students with hands-on experience in the food service industry. Upon completing the pre-apprenticeship portion of the course, students receive a professional culinary knife set and uniform to support their continued growth in the field. In addition, efforts are underway to formally integrate the Barista-focused course into the Culinary Arts pathway, ensuring alignment with pathway standards and expanding student access to industry-relevant training. The department is also expanding its program offerings through the development of a CTE Information Communication Technology (ICT) program, which will broaden opportunities for students to gain digital literacy, computer technology, and emerging tech skills.

CTE teachers work closely with other departments to ensure curriculum alignment. The program's success is evaluated based

## 2024-25 Career Technical Education Programs

on student enrollment, course completions, and industry credentials earned, as measured through our yearly data gathering in CONAPP. SPA's non-profit partner has established a career center and program that provides youth with work readiness skills, internships with local businesses, and direct hire placements. JCCS CTE also offers Driver's Education for qualifying students, and the Workability I grant, which provides eligible students with grant-funded services, including paid internships, work-based learning, mentoring, and supportive services.

The CTE Advisory Council, led by the CTE Department, brings together a diverse group of local industry partners to guide and support our programs. These partners represent a wide range of sectors, including building and construction, green technology, horticulture, culinary arts, public service, entrepreneurship, graphic arts and design, arts media and entertainment, audio technology, education and child development, family services, nonprofits, event management, and local museums and arts organizations. We also collaborate with the local workforce investment board to ensure our programs align with the evolving job market. All CTE teachers and staff actively participate in both organizational all-staff and council meetings, ensuring a strong connection between classroom learning and industry needs.

## 2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	38
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## 2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	100
Graduates Who Completed All Courses Required for UC/CSU Admission	0

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2025-26 Opportunities for Parental Involvement

Rites of Passage staff, Social Workers, Court Appointed Special Advocates, and other invested adults are encouraged to take part in educational partner meetings, progress conferences, open-house events, and to attend extra-curricular school activities. They are also members of the School Site Council, Local Control and Accountability Plan, California Community Schools Partnership Program, and other focus groups. The school has jointly developed with house parents a written parental involvement policy. This involvement policy specifies:

- Policy involvement for parents
- Joint accountability for student attendance
- Shared responsibilities for high student academic achievement
- Building capacity for involvement
- Accessibility

Workshops and participation in committee work has been facilitated via in-person meetings available with online opportunities, to ensure continuity of communication on educational resources and student progress, support available, and school/district planning.

Volunteer and engagement information:  
Stephanie Johnston-Austin  
stephj@sdcoe.net or 858-290-5876

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	5	16.7	--	18.6	17	15.3	8.2	8.9	8
Graduation Rate	65	66.7	--	48	54.7	63.1	86.2	86.4	87.5

#### 2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	--	--	--
Male	--	--	--
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	0	0	0.00
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	47	44	19	43.2
Female	27	24	10	41.7
Male	20	20	9	45.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	14	14	3	21.4
Filipino	--	--	--	--
Hispanic or Latino	22	22	13	59.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	--	--	--	--
Foster Youth	47	44	19	43.2
Homeless	--	--	--	--
Socioeconomically Disadvantaged	47	44	19	43.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	29	26	12	46.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
21.43	8	21.28	2.3	1.53	1.4	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0.01	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	21.28	0.00
Female	33.33	0.00
Male	5.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	42.86	0.00
Filipino	0.00	0.00
Hispanic or Latino	13.64	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	21.28	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	21.28	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	20.69	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

The Comprehensive School Safety Plan is being reviewed, updated, and approved by school staff, stakeholders, and parents and will be approved by the San Diego County Board of Education Board in March 2025. The plan includes school environment; Emergency Operations Plans; child abuse reporting procedures; suspension and expulsion procedures; procedures to notify teachers of dangerous pupils; discrimination and harassment policy; safe ingress and egress; schoolwide dress code; Instructional Continuity Plan, and rules and procedures on school discipline. The Comprehensive School Safety Plan is a public document and is available for review in the school office and in SDCOE's JCCS office.

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	7	6	0	0
Mathematics	6	6	0	0
Science	9	4	0	0
Social Science	6	5	0	0

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	7	5		
Mathematics	4	6		
Science	5	4		
Social Science	7	5		

## 2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	7		
Mathematics	4	6		
Science	2	10		
Social Science	6	6		

## 2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	32

## 2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$29,065	\$4,583	\$24,481	\$140,744
District	N/A	N/A	\$12,182.01	\$136,017
Percent Difference - School Site and District	N/A	N/A	67.1	
State	N/A	N/A	\$11,146	
Percent Difference - School Site and State	N/A	N/A	77.8	

## Fiscal Year 2024-25 Types of Services Funded

County Office of Education schools are not required to display this data. (Education Code Section 41409.3).

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

## 2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

### Overview

During the 2024-25 school year, all Juvenile Court and Community School (JCCS) programs participated in a variety of professional learning to support teacher and staff development. These professional learnings included certificated and/or classified staff representation from all of the regions supported by JCCS, including Community Schools, Court Schools, San Pasqual Academy (SPA), and Monarch School. These professional learning opportunities focused on deepening our capacity for transformation teaching and learning and creating a positive school environment to support student success. Based on multiple measures of student achievement data, both at the state and local level, a strong emphasis is placed on content-area knowledge and instructional strategies to improve student outcomes in English Language Arts (ELA), mathematics, and English Language Development (ELD). These opportunities are also aligned to the 2024-27 LCAP goals, specifically LCAP Goal 1 - Improved Student Achievement, Goal 4 - Improved Dashboard Metrics for Monarch School and San Pasqual Academy, and Goal 5 - Improved Dashboard Metrics for Court and Community Schools. In total, 94 full and/or half-days of professional development were offered in the following categories: ELA, ELD, STEAM, All-Staff, Ethnic Studies, Coaches Collaborative, Instructional Leadership, Leadership, PBIS, Reading/Writing Intervention, Social Studies, and Math.

### Curriculum, Instruction, and Assessment (CI&A)

To support curriculum, instruction, and assessment (CI&A), teachers and staff from each region participated in:

All-staff development days, in order to set and revisit vision and goals for the school year

Quarterly meetings to review and prepare for the upcoming quarter, as aligned to the JCCS Cross Content Scope and Sequence. These include curriculum (content) information and cross-content instructional practices.

Ongoing specialized training on the ELD standards and strategies of implementation to ensure the greatest impact for English Learners, as well as training for English Language Development Assistants (ELD-A) to deepen knowledge and practice for classroom support and ongoing training for Language Tree, an online program used to support our time for designated English Learner Development

Ethnic Studies Division Curriculum Committee (DCC) to ensure understanding and best practices of Ethnic Studies, as well as develop curriculum ahead of the scheduled state deadline for the 2026-27 school year. The pilot curriculum will be delivered in 2025-26.

Ongoing training and support for adopted curriculum across content areas, i.e.

for science teachers to meaningfully plan and utilize the Discovery Ed curriculum

for math teachers to meaningfully plan and utilize the Pearson/Savvas curriculum

Intentional collaboration between science and math teachers for STEAM units

for our History/Social Studies teachers to meaningfully plan and utilize the IMPACT curriculum for grades 6-8, US History,

## Professional Development

### World History, Government, and Economics

for our ELA teachers to meaningfully plan and utilize the HMH curriculum

Teachers and staff at Monarch, San Pasqual Academy, Community Schools, and Court Schools continued to receive reading and writing intervention training for REWARDS curriculum and reading intervention instructional strategies to integrate across content areas. Community Schools and Monarch also piloted Achieve3000 to further support improved literacy.

Additionally, all teachers have access to our cadre of instructional coaches (i.e. CI&A team) who have both a regional and content area focus.

English Language Arts (ELA)

English Language Development (ELD)

Science

Social Studies

Math

Reading Intervention

The Instructional Leadership (administrators) and Leadership (administrators and managers) engaged in monthly opportunities to engage in professional development facilitated by the CI&A/instructional coaches to deepen content knowledge and instructional practices in order to support classroom teachers and staff at their school sites.

### PBIS/MTSS

To support positive school culture and to ensure our schools are welcoming spaces to support all students, teachers and staff from each region participated in and/or engaged with:

Regional level meetings to reinforce Positive Behavior Intervention and Supports

JCCS wide meetings for PBIS teams to receive ongoing training and supports

Continued support and training, as needed i.e. new staff, of restorative practices to develop and refine common language, philosophies, and practices to support students and families and decrease exclusionary practices

District Equity Leadership Team (DELT) continues to create and implement systems of support for students' academic and behavioral needs.

Ongoing training and implementation of the PERTS survey, which is a survey tool that increases student engagement and elevates student voice. As a feedback tool, we hope to improve chronic absenteeism rates, increase positive school culture, enhance school safety for all staff and students, be responsive to student voices and needs, and monitor mental health and social-emotional learning. This aligns with our LCAP, WASC, and SPSA goals.

We have received notification that our schools who applied to the State for recognition of their PBIS Practices won the recognition for 2024-25. This is powerful documentation in our work toward a more positive, inclusive, and responsive classroom culture. San Pasqual Academy received a Silver rating.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	68	68	94